

TEACHING ENGLISH LANGUAGE VIA GAMES

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Abstract. This paper suggests that the importance of teaching English language via games and the role of games in teaching learners. In this article, we analyze that games can significantly enhance the learning experience by engaging students in an interactive environment. Through a detailed analysis, the paper demonstrates how games facilitate the acquisition of vocabulary and the development of speaking skills among learners.

Ushbu maqola ingliz tilini o'yinlar orqali o'rgatishning ahamiyati va o'quvchilarni o'rgatishda o'yinlarning roli haqida fikr yuritadi. Ushbu maqolada o'yinlar talabalarni interfaol muhitga jalb qilish orqali o'rganish tajribasini sezilarli darajada oshirishi mumkinligini tahlil qiladi. Batafsil tahlil qilish orqali maqola o'yinlar lug'at boyligini o'zlashtirish va o'quvchilarda nutq ko'nikmalarini rivojlantirishga qanday yordam berishini ko'rsatadi.

Introduction. The English language is a key to personal growth and opportunity in today's society, which plays a vital role in international communication and is taught as a foreign language throughout the world. The teacher searches for various ways to improve their learners in the four main basic language skills which are listening, speaking, reading, and writing. Several methods and approaches have been introduced in mastering the language, of which one of them is through the use of games. "Teaching English Language via Games," is focused on one of the methods that is introduced in learning the language. It is a strictly resourceful material consolidation for the teachers using games in teaching English language. The writer himself had witnessed the games being applied during his teachings. Lastly, he had conducted research to several schools and found out that both learners and teachers' perceptions were quite high towards the usage of games in learning English language. This article has also been made easy to understand and has provided examples or samples of how particular games should be done to achieve the particular skills these games are trying to enforce to the learners. Types and examples of the games can be conducted in various ways in language learning. Scrabble is a game that can be quite useful in teaching vocabulary to the learners. This is because when the learners play Scrabble, they will have to think of words of various meanings to be placed on the board in order to outdo the opponent. One key element in order for students to learn English effectively and

efficiently is to create an enjoyable atmosphere and to have fun in learning the language. However, this objective is not easy to achieve since some students consider English as a dull and tedious subject.

Hence, it is the role of English language teachers to employ various creative teaching techniques and to make the learning process more interesting for the students. Games have been long recognized as a meaningful way to have interaction with other people while providing amusement and enjoyment. They are also a way by which people learn new skills in an enjoyable environment. Thus, it is ideal for English language teachers to make use of language-learning games as a strategy in teaching the language. This approach is grounded on the Social Cultural Theory proposed by Vygotsky's theory that learning is an active process of constructing knowledge rather than acquiring it and that language is the root of learning, stating that it is through language that one is able to get and share a wealth of general knowledge and information, as well as specialized information in various fields. This is because games involve a lot of speaking, negotiations, and meaning negotiations of new words and terms. Through games, students can learn a variety of skills. It is the nature of the game that determines the skill. Most games have objectives, this would provide a goal for the student. Games also have rules; by establishing rules students have a better understanding of what is expected of them. Once the rules are understood, students can focus on understanding the game. If the rules are in the form of language, this would be more practice for the students. Language can also be practiced through the cognitive thought process involved in playing a game. Depending on the game, students may be thinking of strategies, this can involve a great deal of spoken or mental thought. This gets away from the typical memorization of language sometimes involved in learning a language. A game can be learned over a period of time, and students may never be too sure how to do something. This would involve a great deal of future tense languages. In summary, games are an excellent way for students to learn a language. The contribution and importance of teaching language through games cannot be denied. For centuries, games have been seen as a way of passing time and a form of entertainment. With the growth of technology in the past decades, games are portable and can be easily accessed by students. Pedagogically, games are of the utmost significance as they provide a more relaxed learning environment. Games are interactive play, which allows for a more relaxed learning environment while at the same time is an excellent way of motivating students. by the work of linguists such as Hymes, Holliday and Widdowson. Games play a significant role in teaching the English language by creating a fun, engaging, and interactive environment. They can help students practice and reinforce language skills in a context that promotes communication, collaboration, and active learning. For example, games like a educational card games, word games, story games have been used for decades to

enhance vocabulary, grammar, and speaking skills. These games encourage students to use English in a playful and less stressful setting, which can be particularly beneficial for language retention and motivation. Also teachers must make sure they explain the rules of the game in detail and that all instructions are clear before starting the game. During the game it is important for the teachers to observe and be ready to help, but without unnecessarily interrupting the flow of the game because that might affect the fluency, which could result in discouraging students from participating. After the game, it is a good idea to have some sort of a follow up activity planned because it gives the learners' time to reflect upon the game and how it turned out. instead of fruits. Physical games - an example of a physical game is "Walking the line" where participants have to walk a line and perform various types of tasks at the same time, for example walking backwards, or balancing a book on their heads. In order to make this game more fitting in a language classroom the teacher should give the instructions in the target language, for example "everybody has to walk backwards". Another example of a physical game could be the game "Simon says", where someone plays Simon and gives the others orders, for example "Simon says jump" or "Simon says clap your hands". I categorize this game as a physical game because of the fact that the Simon's orders are usually physical. Educational card games one educational card game is Bingo, which is an excellent activity to use in language teaching because the teacher can draw words and the students only have pictures on their bingo cards or vice versa. That way the students have to understand the words to be able to match it to the right picture. Word games - word games can be especially good for language teaching. Included here are crossword puzzles and word searches where students get the words in their native tongue but they are hidden in the word search and only match the crossword puzzle in the target language. Also it is easy asking students to use the target language in the game "Filling in a chart" where participants have to find, for example a country, a city, an animal, or a type of food. Story games - an excellent example of a game from the category: story games, is the game "to tell a story". The participants sit in a circle and one of them gets the role of the story teller. The teacher whispers one word into the ear of each student and asks him or her to remember it. Then the storyteller begins telling a story and every now and then he stops and points at a student who then has to say the word the teacher has whispered to him. The storyteller then has to incorporate this word into the story, and that usually has amusing consequences. This game fits into language teaching perfectly because the story would be told in the target language and the words would also be in the target language.

CONCLUSION: In conclusion, according to the findings of this study, it can be obviously understood that games are very important instruments in language teaching classrooms in terms of providing a relaxed environment for learners and for both

teachers and learners, games are very useful if they have an educational purpose rather than being fun.

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